



# EXTENDED CAMPUS

COLLEGE of PROFESSIONAL  
and CONTINUING STUDIES

## HR 5003-224: Theoretical Foundations in Human Relations

### Course Description:

Theory should inform practice. Whether managing work problems or engaging in psychotherapy, the theoretical foundations of the human relations professional provide a conceptual model for practical efforts to effect change or resolve conflicts. This course is designed to expose students to fundamental theories upon which practice in human relations is based, and to facilitate a greater understanding in how these theories can be applied by the human relations professional. Emphasis is placed upon counseling theory but the course applies more broadly to the various dimensions of human relations, including organizational theory and management approaches. The course is intended to provide a multi-cultural perspective for interacting with individuals in helping and work settings and to promote progressive thinking regarding diversity and social justice.

### Class Dates, Location and Hours:

Dates: November 17-22, 2020  
Format: Zoom, with assignments, readings, and recorded lectures on Canvas. We will have discussions and lectures on Zoom. Your work will be turned in via Canvas.  
Last day to enroll or drop without penalty: October 19, 2020

### Site Director:

Location: Lakenheath, England. Please contact the Site Director for classroom location.

Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.

Email: [aprot@ou.edu](mailto:aprot@ou.edu). Phone: 34-956822799.

### Professor Contact Information:

Course Professor: Susan Nash, Ph.D.  
Telephone Number: (405) 314-7730  
Email Address: [smithnash@ou.edu](mailto:smithnash@ou.edu)  
Professor availability: The professor will be available via email, phone, text, or Zoom appointment.

### Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact [apsyllabi@ou.edu](mailto:apsyllabi@ou.edu). Text prices are available online

1. Corey, G. (2013). *Theory and practice of counseling and psychotherapy* (9<sup>th</sup> ed.). Florence, KY: Thomson Brooks/Cole. ISBN 9780840028549. (Any edition of Corey's text from the 7<sup>th</sup> edition, 2005, to the 10<sup>th</sup> edition, 2017, is acceptable for the course)

Updated 10 July 2020

2. Selected chapters from Morgan, G. (1997, 2006). *Images of organization*. Thousand Oaks, CA: Sage. ISBN 9781412939799 will be available on Canvas. These chapters are required reading.

### Course Objectives:

The objectives of this course are to:

- understand the fundamental principles of various theoretical orientations that form the foundation of human relations practice;
- learn specific practices and techniques associated with theoretical orientations, in order to enhance intervention strategies, whether in a counseling environment or other setting;
- enhance the student's own preferred theoretical orientation and to increase understanding on how one's theoretical orientation may affect behavior, perspectives, biases, and value systems when interacting with other people or in a group situation;
- develop further self-awareness about identity related to race, ethnicity, gender, and sexual orientation, and recognize their salience in human relations practice;
- develop an appreciation for theory in explicating complex human interactions in an organizational or work setting;
- develop critical thinking in relation to theories, especially regarding the role of theory in guiding ethical behavior in the practice of human relations; and
- develop a repertoire of theories to facilitate reaching solutions in human relations problems.

### Assignments, Grading and Due Dates:

#### Paper 1:

There are two parts to the first written assignment. Part One is a self-exploration of the helping process; Part Two is an application of an established counseling theory

Concerning **Part One**: Theories often emerge from an examination of fundamental questions like: "what is the essence of helping?", "what do **I** actually **do** when I help someone?" or "what am I trying to accomplish as a helping professional in a human service?" Based on the reading for this course and your personal experience, write a three-page section describing and critiquing how you help other persons. Basically, Part One should be a statement of your own theoretical orientation to human relations and may be stated from the point of view of the counselor, manager, or other helping professional. In Part One, you should have 3 references other than your text books.

Concerning **Part Two**: Select a major theoretical orientation from Corey, *Theory and Practice of Counseling and Psychotherapy*. Then choose a real or imaginary situation to present as a written **case study** in which you are applying the theory you have chosen to that situation, (e.g., applying behavioral theory when counseling an adolescent, or existential theory in managing a work group, etc.). The situation may be in a clinical setting or a personal setting or in various professional settings (e.g., as a human resource manager, a civil rights advocate, an agency administrator, etc.). The study may be focused on an individual, family, group, or organization. The way in which you present your case study and theoretical application is up to you. One acceptable way is: a) to present a short vignette describing the situation; b) to write actual dialogue between the helper and helpee illustrating the theory being used; and c) to draw conclusions which highlight what theoretical premises and strategies were being applied, and why. Most of your emphasis should be placed on identifying key points of the theory under discussion and showing how you would apply these ideas in a practice setting. Part Two should be a minimum of five pages in length. In Part Two, you should have two other references, in addition to the Corey text, related to the particular theoretical orientation you are taking.

Your paper, consisting of the two parts, should not exceed ten pages. Follow APA style in citing references that you use. The paper should be typed, double-spaced, with a cover sheet. Pay careful attention to writing style and carefully edit your papers. **[25 points] Due: the first day of class.** Submit your paper in Canvas (under "Assignments").

#### Paper 2:

The second written assignment is a two-part paper on management theory and organizational theory.

Concerning **Part One**: Based on your reading of selected chapters from Morgan, *Images of Organization*, and two other references in management theory, write a three page paper in this section, detailing your theoretical approach to management. You should make **ten** major points in which you specify and prioritize your top principles in managing effectively and humanely.

Concerning **Part Two**: Choose one of the chapters selected from Morgan’s text (chapters 2-5, and 7) to study in more depth. After studying your chosen chapter, apply the organizational theory represented in that chapter to a workplace or organization that you know about. Illustrate how the theory enhances understanding of that organization. Your analysis of the organization should be a minimum of three pages in length. Morgan’s text is the only reference you need for Part Two. Be sure to cite page numbers in the body of your paper when you reference Morgan’s ideas, and include Morgan’s original text in your reference page. **[25 points] Due: Two week after the last day of class, December 6, 2020.** Submit your paper on Canvas (under “Assignments”); or if the course is closed, email your paper to the instructor as an attachment.

**Team Projects:**

Team projects will be assigned at the first class on issues relating to contemporary social issues and workplace concerns. The topics include:

- a. Racism in the twenty-first century
- b. Violence in society and in the workplace
- c. Religious extremism and intolerance
- d. Sexual orientation and identity as human rights concerns
- e. Poverty and social justice

Students will make group presentations, utilizing didactic and creative methods, while applying theory to more fully understand the topic assigned to their group. Research on these topics should be conducted from outside sources, other than the assigned texts for this course. Approximately 45-60 minutes will be designated for the in-class group presentation. An outline of the group presentation (or PowerPoint slides) should be presented to the professor, along with any handouts or other material distributed to the class. **[25 points] Due:** The team projects will be presented to the class during the latter part of the course.

**“Think Tanks” and “Reflective Exercises”:**

Much of the class is based upon an interactive learning model and requires active participation by students during class and some of the course will require individual, critical thinking formats.

Class discussions and group activities are used throughout the class to enhance working knowledge and the ability to apply selected theories studied in the reading and lecture series. Often, the class will be divided into small groups that will function as a “Think Tank” in solving an assigned human relations problem. Typically, the small groups will present their theoretical solutions to the rest of the class.

Some case studies may be used for individual reflection and short written answers within the time frame of a particular class session, with answers submitted on Canvas during the allocated class time (under “Assignments”/ “Reflective Exercises”)

The overall participation and production of ideas in class-time “Think Tanks” and “Reflective Exercises” are scored together. **[25 points] Due:** During the designated class period.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Grade Points
Paper 1	First day of class	25
Team projects	During class sessions	25
Think Tanks/Reflective Exercises	During class sessions	25

<b>Assignment</b>	<b>Due Date</b>	<b>Grade Points</b>
Paper 2	Two week after last class session, <b>December 6, 2020</b>	25

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

## **POLICIES AND NOTICES**

### **Attendance/Grade Policy**

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

### **Academic Integrity and Student Conduct**

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at [http://integrity.ou.edu/students\\_guide.html](http://integrity.ou.edu/students_guide.html)

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

### **Accommodation Statement**

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

### **Adjustment for Pregnancy/Childbirth-Related Issues**

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

## **Title IX Resources**

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at [smo@ou.edu](mailto:smo@ou.edu) or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

## **Course Policies**

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

## **INSTRUCTOR VITA**

**Susan Smith Nash, Ph.D.**

### **Education**

- 1996 Ph.D. in English, University of Oklahoma
- 1989 M.A. in English, University of Oklahoma
- 1981 B.S. in Geology, University of Oklahoma

### **Current Positions**

- Advanced Programs Professor since 1998
- Adjunct Professor, Human Relations, University of Oklahoma
- Director of Education and Professional Development, American Association of Petroleum Geologists

### **Frequently Taught Advanced Programs Courses**

- HR 5013 Current Problems in Human Relations
- HR 5203 Graduate Research and Writing
- HR 5033 Leadership in Organizations
- HR 5093 Introduction to Human Relations
- HR 5133 Change, Challenge, and Creativity in Organizations

### **Major Areas of Teaching and Research Interest**

- Leadership, Strategic Decision-Making, Risk in Energy and Natural Resources
- Leadership in Difficult Times and the Apocalyptic Narrative
- Persuasive and Technical Writing
- E-Learning, Instructional Design, and Effective Knowledge Transfer
- Shale Plays / Unconventional Resource Plays (emphasis on North America)
- Drones / UAS systems and applications, with emphasis on sensors / missions
- Big Data / Deep Learning applied to problem-solving / pattern recognition

### **Representative Publications and Presentations (Partial)**

- "Mary Elizabeth Braddon's Thou Art the Man (1894): Scoundrel Fathers, Fugue States, and the Problematized Real in Victorian Sensation Novels," IJRDO Journal. Journal of Social Science

and Humanities Research (ISSN: 2456-2971) Vol 3, No. 6, pp 13-15.

<https://ijrdo.org/index.php/sshr/article/view/2101/1851>

- The Victorians' Opioid Epidemic. IJRDO Journal. Journal of Social Science and Humanities Research (ISSN: 2456-2971) Vol 3, No. 6, pp 9-12.  
<https://ijrdo.org/index.php/sshr/article/view/2100/1850>
- New Technologies in the Development of Unconventional Resources in the U.S., Susan Nash, #70359 (2018). Adapted from oral presentation given at AAPG Latin America & Caribbean Region, Optimizing Exploration and Development in Thrust Belts and Foreland Basins, Santa Cruz de la Sierra, Bolivia, June 6-8, 2018  
[http://www.searchanddiscovery.com/pdfz/documents/2018/70359nash/ndx\\_nash.pdf.html](http://www.searchanddiscovery.com/pdfz/documents/2018/70359nash/ndx_nash.pdf.html)
- Using Thermal/IR and Multispectral Sensors on Drones to Find the Origin of and Extent of Contamination from Saltwater Spills from Producing Wells, Susan Nash, #80650 (2018). Adapted from oral presentation given at 2018 AAPG Annual Convention and Exhibition, Salt Lake City, Utah, May 20-23, 2018  
[http://www.searchanddiscovery.com/pdfz/documents/2018/80650nash/ndx\\_nash.pdf.html](http://www.searchanddiscovery.com/pdfz/documents/2018/80650nash/ndx_nash.pdf.html) Basin Analysis: Overview and New Uses. PetroPulse. No. 5, July, 2017, p. 10-11.
- Basin Analysis: Overview and New Uses. PetroPulse. No. 5, July, 2017, p. 10-11.
- Fracking Novels: Scrabble, Zombies, and the Problematized Real. World Literature Today. March 2017. <https://www.worldliteraturetoday.org/2017/march/fracking-novels-scrabble-zombies-and-problematized-real-susan-smith-nash>
- Inhalaciones, o, la capacidad negativa. Periodico de Poesia. No. 96, Febrero 2017. Mexico City, Universidad Autonoma de Mexico. <http://www.periodicodepoesia.unam.mx/index.php/4496>
- Drones and UAVs for Methane Emissions Detection, Monitoring, and Regulatory Compliance Jan 2, 2017 IJRDO-Journal of Biological Science <http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Biological%20Science/January-2017/Bio-2017-January-2.pdf>
- Sesiones Plenarias NOC e IOC: El "Escalofrio" del ICE. Petroleum Revista (Caracas, VE), Octubre 2016, pp. 23-24.
- Review. Absolute Solitude by Dulce María Loynaz. World Literature Today. November 2016. <http://www.worldliteraturetoday.org/2016/november/absolute-solitude-dulce-maria-loynaz>
- Sesiones Plenarias NOC e IOC: El "Escalofrio" del ICE. Petroleum Revista (Caracas, VE), Octubre 2016, pp. 23-24.
- Blood-Soaked Feathers: Urban Farming Meets Urban Flood Control-Created Habitats. IJRDO: Journal Agricultural Research. Volume 2, Issue 8, August 2016.  
<http://www.ijrdo.org/International-Journal-of-Research-&-Development-Organisation-pdf/Agriculture%20and%20Research/August-2016/Agricultural%20Research-August-3.pdf>
- The "Honor Killing" of Social Media Star Qandeel Baloch: Technological Change, the Changing Roles of Women, and Grassroots Backlash. IJRDO: Journal of Social Science and Humanities Research. Volume 2, Issue 7, July 2016.
- An Apocalyptic yet Abject "Jubilee" Narrative in George Robert Gissing's *In the Year of Jubilee: Mobility, Restoration, and Materiality*, Journal of English Language and Literature, Vol 4, No. 2 (2015) <http://www.hrpub.org/download/20160130/UJES3-14605339.pdf>
- Effective Technology Strategy for Shale Plays, Universal Journal of Engineering Science Vol. 3(4), pp. 79 - 87 /Horizon Research December 2015
- "La education y la innovación transformadora en condiciones turbulentas" Petroleum April 2015. <http://www.petroleum.com.ve/>
- "Geologists as Successful Entrepreneurs in Times of Low Oil Prices: The Importance of Innovation and Education" WTGS Bulletin. Vol 54, No. 4 (March/April 2015), pp 8-14.
- "Trije eseji: Postpostmoderniaem: Tehnokratske kulture?" (Three essays: Postpostmodernism: Technocratic Culture?" and "Nepreputnost tu ni dovoljena" (Impermeability Not Allowed Here) and "Pasolini, Boccaccio in Dekameron: Podlage za razumevenje sodobne kozmologije in iskanje odgovorov na tehnologo" in Sodobnost 2014 (Ljubljana, Slovenia): p 1-10.
- "Museum Education in Transition: What Are the Essential Elements? Responses to Interview Questions" (co-authored with Elaine Bontempi) Education Research Journal, Summer 2012

- "Assistive Technologies: Accessing Voice and Selfhood in an Age of Digital Technologies"  
Feminist Cyberspaces: Pedagogies in Transition. Ed. Sharon Collingwood, Alvina E. Quintana,  
and Caroline J. Smith. Cambridge, UK: Cambridge Scholars Publishing, 2012: pp. 202-229.

### **Recent Books**

Moodle 3.0 Teaching Techniques, 4th edition. Packt Publications. Birmingham, England. 2018

Moodle Course Development Best Practices, 2nd edition. Packt Publishing (Birmingham, England), 2018

Quick-Start Guide for Graduate Research and Writing. Texture Press, 2017.

Road Trip of the Mind / Random Thoughts. bilingual edition; translated by Maja Kraigher. Sodobnost:  
Ljubljana, Slovenia, 2015.

### **Video Programs Hosted**

**LifeEdge** – 2014 – present (70 shows so far) – co-hosted with Rick Zanotti, RelateCasts.  
Interview program / format

**Full list of publications available at:** <http://www.beyondutopia.net/nashev>

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